

INDIGENOUS EDUCATION ENHANCEMENT AGREEMENT 2019 – 2024

This third Boundary Indigenous Education Enhancement Agreement represents an ongoing commitment between the Boundary School District and our local Indigenous Communities. Through a continuing collaborative partnership between all parties we are committed to improving educational achievement for all Indigenous students. We proudly acknowledge this collective relationship of shared responsibility and decision making to set goals to meet the educational needs of Indigenous students.

Our Indigenous Education Enhancement Agreement is intended to

1. Improve the quality of education for all Indigenous students
2. Support strong cooperative, collaborative relationships between Indigenous communities and school districts
3. Provide Indigenous communities and districts greater autonomy to enhance student outcomes, and
4. Require a high level of respect and trust to function.

In preparation of updating the third Indigenous Education Enhancement Agreement, the Boundary Indigenous Education Advisory Council (BIEAC) engaged in a process to give presentations and seek feedback with students, Indigenous organizations, staff, and trustee over the past year and a half. This process included the following:

- October 2017 – First Peoples’ Principles of Learning and the Circle of Courage grade 7 – 12 Indigenous student forums at Boundary Central and Grand Forks Secondary Schools.
- November 2017 – April 2018 - Boundary Indigenous Education Advisory Council reviewed and created the voice of the student forums to inform our future directions
- May 2018 – presentation to the school Principals and Vice-Principals of the themes of the “student voice”
- June 2018 - presentation to Boundary Métis Community Association
- September 2018 – presentation and learning sessions with all teachers, school principals, Métis Association and BANAC representatives on the First People’s Principles of Learning with Joanne Chrona
- February 2019 – presentation to School District 51 Trustees
- February – May 2019 – Boundary Indigenous Education Advisory Council worked to update the Enhancement Agreement based on feedback and long- term trend data.

There is a strong commitment to building on our past achievements and strengths from the first and second Boundary Aboriginal Education Enhancement Agreement. The BIEAC has decided to continue to frame our four goal areas through the teachings of the Medicine Wheel, in support of intellectual, physical, emotional and spiritual development of Indigenous students in the Boundary School District. We have further committed to support our District teaching staff to use the lens of the First Peoples’ Principles of Learning in their practice and delivery of curriculum.

BOUNDARY INDIGENOUS EDUCATION ADVISORY COUNCIL

The purpose of the Boundary Indigenous Education Advisory Council (BIEAC) is to be the voice for students of Indigenous ancestry (includes First Nations, Inuit, and Métis) and their families in School District No. 51. The BIEAC works in full partnership with the School District to support and guide Indigenous Education services. BAEAC also ensures the provision of ongoing comprehensive support and services relevant to the needs of Indigenous students, and to ensure sensitivity and respect for Indigenous priorities and perspectives.

Terms of Reference Amended October 26, 2017 Revised – February 20th, 2019

Membership:

- 2 representatives of the Métis Association, appointed by the Métis Association executive (East & West Boundary if possible)
- 2 BANAC representatives, appointed by BANAC
- 1 representative from Selkirk College – Indigenous Coordinator
- 10 parent representatives – every school may have an Indigenous parent representative at the Advisory table
- Indigenous foster parent representative
- School Indigenous program teachers
- School Indigenous Support Workers
- 1 BFS representative – Indigenous Family Support
- 1 BFS Indigenous Early Years Facilitator
- 1 COINS Representative
- 4 Indigenous Student/Youth representatives (up to age of 29)
- 1 School District Trustee
- 1 Regional (Kootenay Boundary) District Representative
- 1 Administrative Officer from schools
- Superintendent or District-designated senior administrator of SD 51
- Elder In-Residence

Term:

The Advisory Council term is September 1 to August 31. Appointment to the Advisory Council will be confirmed on a yearly basis.

A minimum of 4 meetings per year will be held. Dates and locations determined at first meeting in the fall

Time of Meetings:

Regular meeting to be held at 4:00 pm on Wednesday as determined each year at the first Advisory meeting.

Order of Business:

- Opening Prayer
- Acknowledgement of traditional territory
- School District Information
- Reports from Schools
- Report from Youth Representative
- Information Sharing:
 - BANAC
 - Métis Association
 - BFS
 - COINS
 - RDKB
 - Other
- Closing Prayer

Chairperson: To be appointed for the next year at the first meeting of the term (October).

Secretary: To be appointed for the year at the first meeting of the term (may be rotating).

Requests to Attend Advisory Committee Meetings:

Visitors to the Advisory Committee meetings are requested to contact an Advisory Council member, who will forward this information to the chair prior to the next meeting so that the visitor can be acknowledged as a guest.

Boundary Indigenous Education Advisory Council Values & Guiding Principles

The Boundary Indigenous Education Advisory Council acknowledges and is committed to the collective responsibility of the Indigenous communities and the Boundary School District for the success of all Indigenous learners. All partners work together to foster success for Indigenous students through relationship building and partnerships with parents, families and communities.

We acknowledge the importance of this continuing relationship and commit to working towards establishing, maintaining, and improving our connections:

- to honour the traditional peoples within the Boundary School District area, which includes the Interior Salish Peoples as well as other First Nation, Métis, and Inuit peoples
- to recognize the leadership of the Boundary All Nations Aboriginal Council (BANAC) and the Boundary Métis Community Association in guiding Boundary Indigenous education
- to strengthen a holistic approach, as informed by the medicine wheel teachings, to improve educational success for students of First Nations, Métis, and Inuit ancestry

- to increase the graduation rate of indigenous students
- to increase student achievement in all literacy areas from kindergarten to grade 12
- to encourage and challenge students to achieve the highest standards in their educational, emotional, social, cultural and spiritual well being
- to nurture Indigenous pride through promoting awareness of Indigenous cultures, and heritages in the context of the whole school and in the curriculum
- to cultivate a continuum of services and support in collaboration with community partners from early years to career start
- to provide students with multi-cultural experiences which prepares them for living in Indigenous society and the larger Canadian society
- to strengthen and deepen collaborative relationships between School District No. 51, the Boundary Métis Community Association and BANAC, and all service providers who support Indigenous children and youth in the Boundary community
- to encourage and support Indigenous parent and caregiver involvement (Indigenous voice), recognizing that a child's first educator is their family
- to ensure the goals of the Boundary Indigenous Education Enhancement Agreement are realized.

PERFORMANCE INDICATORS AND TARGETS

Performance indicators are selected from all sources of data available and are used to measure improvement from reliable information that can be:

- Collected from multiple sources to ensure accuracy (individual, classroom, school, district, and provincial level data)
- Tracked over time to identify trends
- Effectively used to implement interventions and best practices, and
- Quantitative and qualitative to support targets and goal areas.

Performance indicators are designed to increase or improve academic achievement and other goal areas for all Indigenous learners. Our target for all intellectual, social, and physical measures of achievement and well-being is to “close the gap” to zero between Indigenous and non-Indigenous learners. This target will be reaffirmed each year and monitored over the duration of this Indigenous Education Enhancement Agreement.

MEDICINE WHEEL FRAMEWORK

The following 2019-2024 goals, which reflect the teachings of the Medicine Wheel, form the framework for how we support and build success for Indigenous learners. During the duration of the second Boundary Indigenous Enhancement Agreement members of the Boundary Indigenous Education Advisory Council (BIEAC) have strengthened and deepened our understanding and appreciation for Indigenous Culture among learners, staff and the school community. We continue to articulate the full scope of the work and resources that must be made available in schools to support Indigenous learners. This included supports for and

opportunities to develop social, emotional, physical, intellectual and spiritual growth in all of our learners.

The Medicine Wheel (Circle of Courage) has helped us to articulate our goals and realize our BIEAC Vision and Guiding Principles. Subsequent research on brain based learning, self-regulation and the 40 developmental assets strengthens our desire to renew the Boundary Indigenous Education Enhancement Agreement in a Medicine Wheel framework. Using the Medicine Wheel as a lens helps us identify where we are and the areas that we need to develop in order to manifest our potential.

Our Medicine Wheel interpretation:

North: white / intellectual

West: black / physical

East: yellow / emotional

South: red / spiritual

INDIGENOUS ENHANCEMENT AGREEMENT GOALS 2019-2024

Success for Indigenous students will be defined by the realization of the following goals:

Emotional Goal: All Indigenous students will experience a sense of belonging, self-respect, and pride of heritage.

Rationale: We believe that increased appreciation and acceptance of Indigenous culture from other students and staff is fundamental to an Indigenous learner's sense of belonging and plays a significant role in school completion. Ongoing research indicates that being connected to an adult in the home, at school and in the community helps in the formation of healthy relationships, and a positive self-concept which is fundamental to life-long success.

Indicators

- Improved measures of belonging on the Grade 4, 7, 10, and 12 Student Learning Survey
- Increased appreciation and acceptance of Indigenous culture from others in the school and community

Strategies

- Increased exposure and involvement in Indigenous culture
- Indigenous individual student conferencing annually based on the Medicine Wheel

Inquiry dialogue: How are we establishing and evaluating the environment that supports Indigenous learners in developing a sense of belonging, self-respect and pride of heritage?

Intellectual Goal: All partners will work towards increasing the level of academic success for Aboriginal students (Reading, Numeracy, six-year-school completion).

Rationale: We want all students with Indigenous ancestry to make consistent progress in school achievement. We recognize that key transition times – such as school entry into Kindergarten, from Elementary to Secondary School, and from Secondary School into careers or post-secondary institutions are critical foundational times for learner success. Student enhancement plans will be in place for each student as a road map to achieving their personal goals.

Indicators

- Increase the number of students meeting proficiency (on track) or extending
- Improve Reading and Numeracy achievement results
- Increase student proficiency performance on Provincial Graduation Literacy and Numeracy Assessments
- Improve final letter grades in Secondary Math, English and Communications
- Increase or maintain six-year school completion rates at 85 % or higher
- Maintain the closed “gap” closed between Indigenous and Non-Indigenous student achievement and school completion

Strategies

- Establish and document transition processes/protocol from Early Years programs to kindergarten, entry to secondary school and from secondary to advanced education and careers.
- Establish a strong link between Kindergarten and Strong Start, Indigenous Head Start, and other Early years programs in elementary schools and community

Inquiry dialogue: How are we improving and evaluating the academic achievement for all Indigenous learners?

Spiritual Goal: All Indigenous students will increase their awareness, knowledge, and pride of their ancestry through the recognition and honouring of their culture, traditions, history, and language in an inclusive environment with all learners in classrooms.

Rationale: It is critical for all staff and learners in classrooms to increase their awareness, knowledge, and respect of and for Indigenous culture, traditions, and language as this will anchor a deeper appreciation of the history of this land and the way that the Original Peoples lived their lives in the more distant past, the present and into the future.

Indicators

- Increase the number of students participating in school, district, or community Indigenous cultural activities (increase opportunities for students to access Indigenous culture such as dance, drumming, storytelling, singing, pow wow, identification of local plants and their traditional use, smudge ceremony etc.)
- Increase the knowledge and appreciation for the cultures of the Okanagan Nation Alliance, recognizing that the Boundary School District is located in their traditional territory

Strategies

- Increase the integration of cultural teachings within all subjects to promote cultural knowledge

Inquiry dialogue: How are we including all Indigenous learners, staff, and members of the school community in supporting and successfully participating in the achievement of this goal?

Physical Goal: All Indigenous students will increase their awareness of healthy choices that enhance their wellbeing.

Rationale: Research increasingly reinforces the importance of living healthy lifestyles. From the food that you eat, to the amount of physical activity and the healthy habits that you develop – all play a critical role in being ready to learn and participating fully in other learning and social activities.

Indicators

- Increase student participation in activities and programs that support healthy choices and active living
- Increase student knowledge on drug awareness and support for substance abuse/misuse

Strategies

- Provide opportunities to learn about traditional and healthy foods
- Explore and increase opportunities for active living in sports and traditional games (individual and team sports) and other forms of physical expression (dance)
- Ensure that no learners start their school day hungry through the availability of breakfast programs at each school

Inquiry dialogue: How are we increasing Indigenous learner awareness of healthy choices that enhance their physical wellbeing?



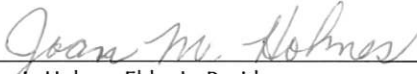
School District No. 51 (Boundary) Indigenous Education Enhancement Agreement

In the Boundary District, all our education partners acknowledge and honour the special relationship that exists with our diverse Indigenous community. We also recognize and honour the traditional unceded territory of the Interior Salish people, upon whose lands we live, work and play.

We, the undersigned, acknowledge and honour our collective responsibilities for the success of all Indigenous learners in School District No. 51 (Boundary). We agree to the terms of this Boundary Indigenous Education Enhancement Agreement for the period of July 2019 to June 2024.


Dated June 1, 2022, Grand Forks BC.

Boundary Indigenous Education Advisory Council



Joanie Holmes Elder In-Residence
School District No. 51 (Boundary)

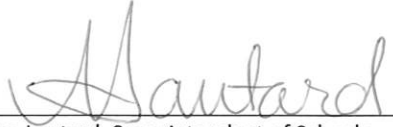

Megan Phelps
Educational Assistant, GFSS


Daina Shaw, President
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Tamara Schiesser
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Teacher, East Boundary


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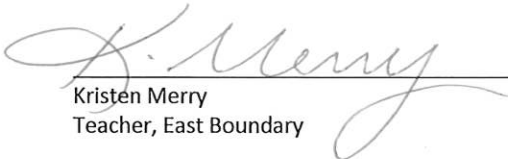

Anna Lautard, Superintendent of Schools
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Angela Bragg
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Diana Tuckey
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